

## 5 Year Curriculum Objective Checklist

**Directions:** Use this checklist to see what your child previously knows or has recently learned. Do not approach this as a test or call it a test. Strictly use the information collected to know what areas of learning still need to be addressed. It may be best to complete this chart over several small units of time instead of in one sitting. Take your child's lead. Circle or mark the answers that are incorrect and skip any sections which the child is unable to do. Have the appropriate supplies gathered before beginning.

**Letters:** Give the child a random tactile letter. Ask her to state the name and phonetic sound of the letter. Then ask her to correctly write the letter on a white board or piece of paper. You may want to make a distinction between the errors that occurred: name, phonetic sound, or writing.

A	B	C	D	E	F	G	H	I	J	K	L	M
a	b	c	d	e	f	g	h	i	j	k	l	m
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
n	o	p	q	r	s	t	u	v	w	x	y	z

**Numbers:** Give the child a tactile number. Ask him to state the name and write the number. You may want to make a distinction between the errors that occurred.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	

\_\_\_\_\_ Child can count by 10's

\_\_\_\_\_ Child can count backwards from 10-0

**Sightwords:**

I	a	the	of	you	and
is	in	was	to	that	it
on	for	he	are	as	with
his	have	they	be	at	this
from	or	one	had		

**Information:**

Ask the child to write her first name on the line. \_\_\_\_\_

\_\_\_\_\_ Child knows full name.

\_\_\_\_\_ Child knows address. \_\_\_\_\_ Child knows phone number.

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**Spatial:** Using a stuffed animal and toys, instruct the child to place the toys in various places in relationship to others.

Beside	Next to	Between	Right	First	Middle
Behind	In Back	In Front	Left	Middle	Bottom
Around	Through	Under	Over	Last	
On	Off	Before	After	Top	

**Sorting:** Using a pile of toys, the child can sort the toys two different ways. \_\_\_\_\_

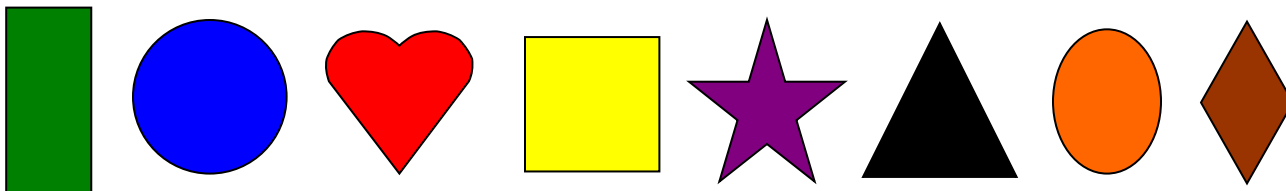
**Money:** Child can identify and explain -

\_\_\_\_\_ Penny    \_\_\_\_\_ Nickel    \_\_\_\_\_ Dime    \_\_\_\_\_ Quarter

**Math:** Child can create and finish a math sentence adding up to three. \_\_\_\_\_

**Clock:** Child demonstrated understanding of hour hand on the clock. \_\_\_\_\_

**Shapes and Colors:** Name the color and shape.



**Sequence:** Child can sequence (first, middle, last) -

\_\_\_\_\_ Daily Activity    \_\_\_\_\_ Simple Directions    \_\_\_\_\_ Story    \_\_\_\_\_ Whole Day

**Patterns:** Child can create -

\_\_\_\_\_ AB pattern    \_\_\_\_\_ ABB pattern    \_\_\_\_\_ ABA Pattern

**Emergency:** Child can appropriately answer the phone. \_\_\_\_\_ The child can appropriately dial 911. \_\_\_\_\_

Child demonstrates fire safety and knows the meeting spot. \_\_\_\_\_

**Knowledge:** Child can demonstrate knowledge of the following with little to no assistance.

_____ # of Bible Stories	_____ # of Fingerplays	_____ # of Books of Old Testament
_____ # of Memory Verses	_____ # of Songs	_____ # of Community helpers
_____ # of Major holidays & purpose of each	_____ Days of the Week	_____ 5 Senses & purpose
_____ 12 Months	_____ Appropriate dress for various weather	_____ 4 Seasons
_____ Opposites	_____ Pledge of Allegiance	_____ Part of Book, Book care
_____ Classification (plants, animals, transportation, living/non-living)		_____ Maps

**Motor Skills:** The child exhibits appropriate skills in the following areas.

\_\_\_\_\_ Fine Motor Skills    \_\_\_\_\_ Gross Motor Skills    \_\_\_\_\_ Visual Perception  
 \_\_\_\_\_ Hygiene    \_\_\_\_\_ Chores

For more information check the Development Guides - <http://www.abcjesuslovesme.com/ideas/developmental-guide-5-year>